DOCUMENT RESUME

ED 144 635 JC 770 446

AUTHOR Miller, Theresa M.
TITLE A Study of Counseling Services in Two-Year Colleges.
PUB DATE [77]
NOTE 23p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Community Colleges; *Counseling; Counseling Programs; *Counseling Services; *Counselors; Guidance Centers; Guidance Functions; Guidance Programs; *Junior Colleges; Student Personnel Programs; *Student Personnel Services; Student Personnel Workers; Surveys
IDENTIFIERS Connecticut; New Jersey; New York

ABSTRACT

In winter 1977, a survey was conducted of the counseling services offered by selected community colleges in the tri-state area of New York, New Jersey, and Connecticut. Included were one private and 11 public colleges that had been organized for ten years or less and had student populations ranging from 360 to 14,000. White students predominated (90%), but two colleges reported ethnic enrollments beyond 30%. Counseling services were identified in all 12 colleges, under a variety of names. Large colleges had separate offices for different functions. All but one had both day and evening hours; two were open on Saturday. All centers offered vocational, veterans, transfer, testing, learning difficulties, and personal counseling, with academic help offered by eleven. Other counseling offered included: handicapped services (10), financial aid (9), mature adult (9), group and feminist counseling (8), and student-run services (7). Over half used paraprofessionals and/or consultants, and had arrangements with local hospitals for acute emotional crises. Counselors in all colleges taught classes, and in seven schools had faculty status. Problems most often encountered were ranked as academic, vocational, interpersonal, anxiety, financial, desire to drop out, depression, and family/marital. (RT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Theresa M. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ED144635

JC 770 446

A STUDY OF COUNSELING SERVICES IN TWO-YEAR COLLEGES

By

Theresa M. Miller, Ph.D.

A STUDY OF COUNSELING SERVICES IN TWO-YEAR COLLEGES

Theresa M. Miller, Ph.D.

Background

In the Fall of 1970 the City University of New York (CUNY) began a new policy of open admissions. Under this program all graduates of New York City high schools were guaranteed a place in the University, irrespective of their high school average. To ensure that this open door to higher education did not become a revolving door, the Board of Higher Education, governing body of CUNY, mandated in its guidelines of 1969 that each college provide sufficient remedial and supportive services for the influx of underprepared students.

It was recognized that many of the new students would be multiply underprepared, that is, underprepared financially, socially and psychologically as well as academically. The principal resource employed by the colleges to help students overcome the first three areas of deficit was the college counseling service. The effectiveness of adequate counseling services had been demonstrated in the pilot programs of SEEK (Search for Elevation, Education and Knowledge) and College Discovery, where students drawn from the same population as the open-admissions-students were skillfully, and in many cases successfully guided through the intricacies of higher education. Although no college was able to approach the one to fifty counselor to student ratio of the SEEK and College Discovery programs, many of the CUNY units doubled, tripled, in some cases quadrupled the size of the counseling departments with the advent of open admissions.

The two-year colleges of City University differ markedly from the four-year colleges in their approach to counseling. Dealing with a less-advantaged student population, two-year colleges have always tended to place more emphasis on outreach counseling services than the more 'elite' four-year colleges. In most undergraduate colleges and universities roughly ten percent of the student population will make use of the college counseling service. In community colleges often the reverse

is true, ten percent of the student body does not make use at some time of the services of a counselor. This is to be expected, in view of the circular relationship between academic competence and personal confidence. An individual who comes from a depressed setting where there has been little encouragement to achieve success by academic means is far more likely to require specialized assistance than one who was born with the expectation that he or she would attend college. So it is that the two-year community college, the most significant recent development in higher education, created its own patterns of faculty use, and those patterns reflect a strong commitment toward fostering the personal as well as the academic growth of the student. An important, but not exclusive avenue for implementation of this philosophy is the counseling service.

Because of the importance historically acceded to counseling services in two year-community colleges, it would appear that the professional literature would be replete with studies of their functioning. Nothing could be further from the truth. Most of the studies of mental health or counseling services on the campus have, for one reason or another, specifically excluded the two-year college. Typical is the statement to be found in the study of college mental health services conducted by the American Psychiatric Association in 1973,(4) "...the characteristics both of the student body and of the mental health service (of the junior college) were substantially different from what had been our understanding.... We decided with particular reluctance to exclude this school, since it was our only example of a junior college and our principal example of a commuter college." The un-named junior college was excluded despite the fact that the study makes subsequent note of the phenomenal growth of the public junior college during the 1960's. They increased from 330 to 650 in the decade, an increase of 97 percent.

In their 1975 report of counseling center function in two- and four-year colleges, Will and Dameron(9) mentioned that with one exception, surveys of college counseling have focussed on four-year colleges; information regarding

counseling services at the two-year college level not being readily available. The one exception is the research done by Hinko(6) in 1971, at which time he noted, "Researchers have sorely neglected the investigation of counseling services in the two-year college. In fact, these institutions have been specifically excluded from such studies....This fact is surprising in light of the importance attached to the counseling function in the two-year college."*

There are two principal reasons for the conduct of the present study. One is the aforementioned information gap; the other is somewhat more complex. Following New York City's budget crisis in 1976, the free city colleges, for the first time in their existence, began to charge tuition. To meet this burden financial aid was made available to the students, but other types of support were withdrawn. The recently expanded counseling departments were halved, drawn and quartered. In one of the four-year colleges the entire counseling department was dissolved. Quite expectedly this has had a depressing effect on the morale of the counseling faculty. Some members of the CUNY faculty who have experienced the rise and fall of their respective counseling departments have expressed feelings of doubt about their own worth. Faced daily with variations of the theme, "We can't reduce instructional faculty" as member after member was retrenched, or non-reappointed, counseling faculty began to question their own validity, the value of the contribution they were making to the total educational effort. It is to be hoped that the present study will provide a stimulus to further interest in the examination of the community college counseling services, and that the interest will counteract some of the negative influences which have recently been brought to bear on the work of the counseling faculty. In any case, the desired outcome is that perspective as well as information will be gained about the role and functioning of counseling services within the community college.

*When Hinko surveyed 67 public community junior colleges with total enrollment of 5000 or more as listed in the 1970 Junior College Directory, he

found, "The typical counseling program in a large community college employs two to four clerical people plus a secretary for the director, renders its services to part-time, full-time and evening students, operates on an annual budget between $110,000 and $250,000. Students are provided with vocational, educational, and social/personal counseling, as well as testing services and academic advisement. Counseling services are regularly provided four nights per week from 6 to 9 p.m. Each member of the counseling staff sees from 20 to 40 students per week, and appointments generally run 30 minutes in length. Almost all counselors are classified as faculty members, most hold academic rank and teach classes."

Introduction

In March of 1972, the Metropolitan College Mental Health Association, (MCMHA), under the leadership of Doris H. Bertocci, MSW, of Columbia University and Joseph D. Hassett,, Ph.D., of Pace University conducted a survey of counseling services offered by all of the schools granting bachelors and graduate degrees within the five boroughs of Metropolitan New York, both public and private schools which provided training in the liberal arts and in a wide variety of professions. A thirteen-page questionnaire was mailed to 90 schools, 46 of which responded, a 51% return rate. The data were reported in the January 1974 issue of the MCMHA Newsletter.(1)

The conduct of the present study was facilitated by the earlier work of the MCMHA committee. Modifications were made in the questionnaire so that respondents only had to complete two pages of inquiry. The questionnaire was sent out in January and February of 1977, a time of the year when counseling faculty usually have more time available for responding to extraneous stimuli. And a biased sample was used. Information was solicited from fourteen colleges which had participated in the telecourse offering of the Adams Chronicles in collaboration with Public Broadcasting during the 1976-1977 academic year. Two colleges not on this list were also queried. Neither of the latter responded. Twelve of the former returned the questionnaire, a response rate of better than 85%. Although the sample is too small to warrant conventional statistical tests, it appears that there may be a relationship between curricular experimentation and whatever social responsibility is involved in responding to a scholarly questionnaire.

It is not known whether the reduced length of the questionnaire or the modified timing of the request for its completion or the biased sample accounted for the unusually high response rate. It may just be that community colleges are better at this sort of thing than undergraduate or graduate schools. There

is suggestive evidence of this in the findings of Will and Dameron.[9] Their return rate was 62% for the senior colleges and 80% for the two-year colleges.

The survey instrument consisted of 16 questions designed to tap the areas of descriptive data about the college, its counseling service, its staff, the services offered, the students and the nature of their problems. Additional information was found in the college catalogs.

The Colleges

This study is based on data received from the following two-year colleges:

NEW YORK

Harriman College, Harriman, N.Y. 10926

SUNY at Farmingdale, Farmingdale, N.Y. 11035

Westchester Community College, Valhalla, N.Y. 10595

NEW JERSEY

Brookdale Community College, Lincroft, N.J. 07738

Burlington County Community College, Pemberton, N.J. 08068

Bergen Community College, Paramus, N.J. 07652

CONNECTICUT

Asnuntuck Community College, Enfield, Conn. 06082

Housatonic Community College, Bridgeport, Conn. 06608

Manchester Community College, Manchester, Conn. 06040

Mohegan Community College, Norwich, Conn. 06360

Quinebaug Valley Community College, Danielson, Conn. 06239

Tunxis Community College, Farmington, Conn. 06032

The sample colleges, located in Connecticut, New Jersey and New York State, serve students vastly different from those accommodated by the City University system. The CUNY student body is, in all likelihood, the most heterogeneous in the world. Whatever dimension is considered, a wide range

of differences exist, whether it be age, sex, politics, religion, income level, ethnic origin, marital status, size of family. Colleges outside of New York City on which this study is based serve a much more homogeneous population. In ten of the colleges, for example, the proportion of white students approached 90%.

The six Connecticut community colleges are all part of the Connecticut State Higher Education system. Graduates of these colleges with Transfer degrees could be expected to move on to Connecticut state College or to the University of Connecticut. The articulation agreement is not as firm as that defined by CUNY; no one is guaranteed a place in the next institution, rather it is specified that "an effort will be made to place every qualified graduate" in the chosen college.

All appear to have originated within the past ten years. Their rapid growth has reflected the overwhelming interest in the community college bridge to higher education. Typical might be the example of Tunxis Community College in Farmington, Connecticut. When it opened in the Fall of 1970, offering six Associate degree programs, there was an enrollment of 494 students. By the Fall of 1975 there were 3157 pursuing one of the 18 Associate and twelve Certificate programs offered by the college.

The tuition at Tunxis is $125 a semester for Connecticut residents who are full-time students, $8.50 per credit hour for part-time students, plus College Services and Student Activities fees of $35 and $22 per semester, respectively. For out-of-state students the fees are approximately four times the resident rate. The tuition fee schedule at Tunxis is characteristic of that imposed by the other Connecticut community colleges.

A similar picture emerges from examination of the New Jersey community colleges. Also founded, for the most part, within the past ten years, they too have attracted widespread community support. Their sensitivity to community needs is reflected in the many innovative programs which permit working people to earn academic degrees (Weekend college, credit for Life Experience, Challenge

examinations, CLEP, etc.). Tuition at the New Jersey colleges is almost double the Connecticut rate, except for out-of-state students, where the rates are comparable. In N.J. tuition operates on a three-tiered basis, with the lowest rate paid by residents of the County, then residents of the State, then out-of-state. For example, at Brookdale Community College in Lincroft, New Jersey, the fees are $200 per term for full-time students who are Monmouth County residents, $400 for other New Jersey residents, and $800 for out-of-state students. The part-time rate is $15, $30, and $60 for each of the aforementioned categories.

The two New York State colleges that were part of the State University of New York (SUNY) system charge a lower rate for students from out-of-state than either CUNY or New Jersey Community Colleges. Tuition for residents who are full-time students at Westchester Community College, for example, is $300 per semester. For non-resident full-time students the cost is $600.

None of these approach the CUNY community college rate of over $400 per semester for city residents counting Student Activities fees and $740 for those who are not.

This, in turn, is a far cry from the single private college included in this study, Harriman Community College, in Harriman, New York. Tuition at Harriman is $995 per semester plus a fee of $195 for full-time students and a $100 Bookstore deposit.

Two of the New York State colleges provide dormitories, Harriman and SUNY at Farmingdale. All of the other colleges offer help to students in finding housing, but basically view themselves as commuter colleges.

If one were to describe the development of the prototypical community college it would mirror the pattern of Burlington County College in Pemberton, New Jersey. It began in the Fall of 1969 with 728 full-time and 323 part-time students. Classes were held in temporary facilities at a local high school. Today 5000 students, 40% full-time, 60% part-time enjoy educational opportunity on a 225 acre campus, with a library of more than 55,000 volumes.

The twelve community colleges which constitute the basis of this study serve student populations which range from 360 to 14,000. The average student body consists of 5000 students. In most cases part-time and/or evening students predominate.

THE COUNSELING SERVICE

In the 1972 study of the undergraduate and graduate institutions within metropolitan New York, it was found that the larger schools tended to have formal counseling service, sometimes more than one, while many of the smaller institutions do not. Schools which lacked a formal counseling service made use of deans, faculty members, and/or outside consultants to perform counseling functions. It was also noted that the larger the school the more diverse and specialized were its counseling services.

This was not one of the findings in the present study. Each of the colleges, regardless of size, has a formal counseling service, and some of the smallest colleges offer the most diversified and comprehensive counseling programs.

Name The most frequently used name for the service is "Counseling Center", followed by "Student Services Office" and "Student Development." One each carry the name of "Student Personnel" and "Guidance Office." Several of the larger colleges have separate offices for different functions, such as Financial Aid Office, Placement Office, Transfer Coordination Office, Developmental Center (where counselors are responsible for remediation problems), Student Affairs or Student Activities Office, Disabled Students Office, Veterans and Adult Education Office.

Hours

All but one of the colleges have evening hours, from 8:30 or 9 a.m. until 8:30, 9 or 10 p.m. four days a week. Friday hours terminate at 4:30 or 5 p.m. Two of the college counseling services are open on Saturdays, one of these for a full day.

In the 1972 study of the colleges in the metropolitan New York area it was found that most counseling services operated from 9 to 5 days a week irrespective of whether the schools operated evening sessions. Some institutions, however, did attempt to arrange appointments outside the regularly scheduled times.

Philosophy

Delineation of the goals and philosophy of the counseling service range from a basic description of the services available to a statement of the aspirations and educational relevance of counseling. Several excerpts of catalog descriptions illustrate this point.

1. The counselor provides individual attention to the needs of every student. Counseling begins before registration for classes to discuss choice of program and courses; it continues during the school year with personal conferences at the convenience of the student. Professionally trained help is available in making educational, vocational and personal decisions.

2. The counseling service is an integral part of the total educational program. The counselor's primary function is to help students make important decisions, formulate realistic educational and career goals and resolve personal problems. Some of the specific ways counselors serve students are as follows: facilitate self-awareness, individually and in courses offered for credit as part of the general curriculum; placement service to help students and alumni find appropriate positions; transfer assistance, career and vocational information; testing; pre-registration and registration advisement (where appropriate in conjunction with Faculty Advisor system); orientation; freshmen seminars; peer counseling program, student housing, counseling support for Servicemen's opportunity College Program.

3. All matriculated students are required to confer with a student development specialist. The college seeks to assist each person in the discovery and development of a career, while at the same time developing humanistic values and encouraging personal growth.

4. The Department of Student Personnel Services is vitally interested in the overall growth, development and welfare of each student. Under its guidance, every student is encouraged to choose his or her own direction and pace for learning, to accept the responsbility for the consequences of academic and personal actions, to interact with the broader college community, and to develop relationships which respect individual differences and human dignity.

5. The counselor provides the following services to the students: educational counseling, career planning, personal counseling, a placement center which maintains a permanent file of references for each student and graduate, a referral service for learning disabilities and for personal problems of a serious nature, transfer counseling which assists those students who desire to continue their formal education.

6. The Offices of the Academic Dean and the Dean of Students jointly share the pleasure and the responsibility of facilitating access to the variety of alternatives available for the students to satisfy their intellectual, personal, physical and social needs. The college aims to produce "thinking craftsmen" who not only can earn a living but who can evaluate what is best for a <u>total</u> life, one who enjoys doing something well and also enjoys the entire process of living.

<u>Functions</u>

There is little significant difference in the range of duties performed by counselors in the selected institutions. Characteristically, the major portion of counselor time is devoted to direct service, one of the three methods mentioned by Morrill et al[7] in their three-dimensional model of the functions of counseling.*

*The three-dimensional model consists of:

A. Target of Intervention, B. Purpose of Intervention, and C. Method of Intervention. There are four targets, 3 purposes and 3 methods. The four targets are the individual, the primary group, the associational group, the institution or community. The three purposes are remediation, prevention and development. The three methods are direct service, consultation and training, and media.

These are the services most commonly offered.

Academic Counseling. Counselors are involved in academic counseling in eleven of the twelve colleges. In seven of these colleges counselors are solely responsible for this function; four employ a joint arrangement with instructional faculty. In one college instructional faculty alone assume responsibility for academic counseling.

Financial Aid. All but three of the colleges mention a separate Financial Aid Office within the counseling department. All colleges offer this service.

Veterans Counseling. All colleges provide specialized veterans' counseling, usually in a separate office of Veterans Affairs funded by VCIP. The smallest college (student population of 360) uses its Adult Education Office to carry out this function.

Religious Counseling. This was reported to be not available in eight of the colleges. One indicated that referrals are made in situations where this type of counseling is advisable. One responded with a question mark, explaining that one of the counselors is a minister, and two suggested that this is handled through student clubs.

Vocational Counseling. All colleges offer this service, some in conjunction with a separate Placement Office, and one in conjunction with the Financial Aid Office.

Transfer Counseling. All provide transfer counseling, one with a half-time transfer counselor, others in collaboration with a separate Transfer Coordinating Office.

Testing. All counseling services offer testing. The tests used included: Strong-Campbell Vocational Test, Holland self-directed search, Primary Interest Inventory, general aptitude tests, personality tests, Comparative Guidance and Placement, psychological diagnostic tests, CLEP, challenge, life experience, and course placement tests in Mathematics and English.

Services for the Handicapped. Ten of the colleges defer services to the handicapped, one with a special counselor for handicapped students, one in conjunction with the college nurse, and two are managed by the Dean of Student Development or Student Affairs.

Learning Difficulties and Reading Problems. All but one of the colleges provide assistance with these problems, but it was not always possible from the responses to the questionnaire to ascertain whether this is a function of the counseling of the instructional faculty, i.e. in several of the colleges the function is performed by a Developmental Center or a Learning Center or a Learning Resource Center, a College Preparation Center, an In-House Foundations program. There was no indication of the aegis of these assorted centers. In seven of the colleges there was clear-cut evidence of counselors' assumption of either total or partial responsibility for problems of this nature.

Speech and Hearing Problems. This is the problem most likely to be neglected among the services provided by the two-year community colleges. Eight respondents indicate no assistance whatsoever in the area of hearing problems, seven offer no assistance for speech problems. In one college the Disabled Students Office deals with problems of this nature, in another it is the Speech and Theatre Arts Department, in a third the Developmental Studies Department assists students with speech, but not with hearing problems, and in two of the colleges the counseling department offer referral services to community agencies.

Personal and Emotional Problems, Marriage and Family Counseling, Crisis Intervention, Diagnostic Evaluation and Referral, Short-term Therapy, Extended Therapy. All college counseling services offer help with personal and emotional problems, all but one handle marriage and family counseling (one of the colleges indicated there were two licensed marriage counselors on their staff), all but two accept a role in crisis intervention. There is the most widespread disagreement when it comes

to therapy. All but one of the colleges will have nothing to do with extended therapy, other than referral to a community agency. The one college provides extended therapy on a limited basis, i.e. for a maximum of one academic year. Short term therapy is not quite so incompatible a concept, only six of the colleges fail to provide this service. In all cases where a service is not offered directly by the college counseling service, there is assumption of responsibility for evaluation and referral.

Group therapy. Four colleges do not offer any type of group experience to the students. Two respondents crossed out the word "therapy" and substituted "counseling" or "sessions". The other six colleges allowed the questionnaire wording to stand, but their responses indicated that "group counseling" would have been the more accurate descriptive term. The groups range from task groups in assertiveness training and test anxiety through peer couseling, leadership training, career exploration, divorce adjustment and informal rap groups.

Feminist therapy. Once again one of the colleges deleted the term "therapy" and substituted "counseling." To the extent that these terms can be distinguised, the latter may be the more accurate term. The service is provided by groups called the Women's Forum, the Women's Center, the Returning Women's Group, the Community Services Division, and, in one case, by means of a course called New Horizons for Women. Four colleges do not provide this service.

Services for mature adults. Nine colleges offer this as part of their regular counseling service. Three of these indicated that their activities are supplemented by the Veterans' Office, the Women's Forum and the Student Forum.

Student-run counseling service. Seven of the twelve colleges have some form of student to student service. This ranges from a Rap Room or Drop-in Center to task-limited peer counseling programs, the tasks being Freshmen orientation, Academic Advising, pregnancy testing and family planning.

STAFF OF THE COUNSELING SERVICE

There is no simple relationship between the size of the college and the number of counselors employed. More than half of the colleges supplement their basic staff with paraprofessionals, either peer counselors or interns or both. Extensive use is also made of consultants or part-time personnel, particularly when it comes to the higher-bracket levels of psychiatrist and clinical psychologist. This is comparable to the patterns established with regard to instructional faculty at the community colleges, where much use is made of part-time faculty. One of the colleges, one which had been in existence for seven years, had no full professors on its total faculty roster, and only three Associate Professors. There were a total of 28 instructors, assistant or associate professors compared to 134 lecturers. Possession of the Ph.D. or the Ed.D. was a rarity.

Two thirds of the colleges in the study employ within the counseling department one or more members who possess the Ph.D. One of the colleges employs a psychiatrist for three hours per week, another has a psychiatrist on call. Three quarters of the colleges have working arrangements with nearby hospitals or clinics to handle students in acute emotional distress. Only one of the colleges that lacked access to clinical help was extremely small in size, with a student body of 600. The other two, serving fewer than 3,000 and 5,000 respectively ranked 6th and 7th in the distribution.

Similarly, the use of peer counseling or interns bore no discernible relationship to size of college. Paraprofessionals are employed by both the largest and the smallest colleges in the sample. In some cases their duties are circumscribed, limited to a particular function such as Freshman Orientation or academic advisement, but in others the role appears to be like that of part-time counselor with supervision provided by the regular counseling staff. The ratio of students to staff, when paraprofessionals are counted, ranges

from 30 to 2500 to one. Excluding paraprofessionals it would be 240 to 2500 to one. Here there is a tendency for the larger colleges to have a more favorable student to counselor ratio.

With regard to faculty status for counselors, seven of the colleges reported that such status is enjoyed by some or all of their members. Giddan, Price and Healy[3] report that between 65% and 80% of counseling centers have staff who teach regularly and that 77% provide some staff with academic rank.

With or without faculty status, counselors teach courses in all twelve of the colleges. By means of employing the counselor/educator model, the counseling centers appear to have circumvented the frequently encountered problem of counselor-isolation. The usual courses taught by counselors are Personal Growth, College Adjustment, Human or Interpersonal Relations, Career Workshops. However, in several of the colleges counselors double as History, Philosophy, Psychology, Math and English instructors. In one of the colleges (Burlington County College) there are seven credit-bearing courses taught by Student Development staff. The courses carry one, two or three credits, a total of 18 credits, although no student is permitted to earn more than 12 credits in this fashion. These are the courses:

Personal Growth Seminar I and II*	3 semester hours each
New Horizons for Women	1 semester hour
Effective Learning Seminar**	3 semester hours
Career Planning Workshop	2 semester hours
Student Government Activities I and II	2 semester hours each

*The first course is designed to assist each student in the exploration of personal interests, values and abilities with particular emphasis on increased self-determination and affirmation of self-worth. The group process and individual counseling sessions will emphasize development of self awareness in relation to personal goal-setting. The second course is devoted to increased personal awareness, particularly of the affective dimension, development of significant relationships and development and improvement of interpersonal communication through an experiential group process.

**This course is required for all students subject to disqualification.

It is tempting to think of the counselor/educator model as an innovation introduced by the New Wave in Higher Education, the community colleges created during the past decade. A review of the literature indicates, however, that such an arrangement existed in 1946 at Boston University's College of Basic Studies.(5) This was a unique experiment begun in 1946 to meet the needs of the veterans returning from World War II. A two-year college was set up with a basic design that relied on team teaching. The model consists of five departments, each with ten faculty members. The departments are Science, Social Science, Humanities, Psychology and Guidance, and Rhetoric. One faculty member from each department, a total of five, are assigned 125 students. Counselors, as members of the Psychology and Guidance Department, interact as equals in the process of educating the roster of students. This interdisciplinary collaboration with the two-way influence that counseling and other instructional faculty have on each other, enhances the educational impact that either group has in isolation. This is particularly important to a potentially vulnerable student population, such as returning veterans.

STUDENTS

Most of the colleges are predominantly white in their student make-up, with the figures for Blacks and Puerto-Ricans combined between three and twelve per cent in all but two of the colleges. The two exceptions are Harriman, which reported a population that was 29% Puerto Rican, 9% Black and 7% other, and Housatonic, in Bridgeport, Connecticut, which indicated that almost 20% of the student body is Black, and almost ten per cent Puerto Rican. Part-time students predominate.

When asked to rank the major problems presented by students in their request for counseling assistance, the colleges showed remarkable consistency from one to the other. The eight most frequently encountered problems related to academic, vocational, interpersonal concerns, anxiety, financial worries, desire to drop out, depression, family/marital difficulties. The eight least prevalent problems are:

homicidal or suicidal tendencies, phobias, sleep difficulty, homosexuality, psychotic symptoms, racial, organic difficulties. Of intermediate frequency were drug and alcohol abuse, psychosomatic problems and heterosexual concerns.

The classic quotation used in articles about students' mental health problems is Farnsworth's[2] estimate that for every 10,000 students:

1000 will have emotional conflicts of sufficient severity to warrant professional help.

300 to 400 will have feelings of depression severe enough to impair their efficiency.

100 to 200 will be apathetic and unable to organize their efforts--"I can't make myself want to work."

20 to 50 will be so adversely affected by past family experiences that they will be unable to control their impulses.

15 to 25 will become ill enough to require treatment in a mental hospital.

5 to 20 will attempt suicide, of whom one or more will succeed.

It is interesting to compare this catalog of presenting problems with that delineated by Riggs and Terhune[8] almost fifty years ago. After analyzing the records of almost two thousand Vassar College students who had been seen by them in the previous five years, they concluded that "most of the patients were referred for one of the following reasons: discouragement, depression, living on a poor schedule or none at all, below par physically, bored, dissatisfied, in pain, love affair, infringements of rules or good taste, fear, too dependent, homesickness, low intelligence, acute grief, low cultural level, narrow interest, poor work, cheating, lack of purpose, suicidal or talked of suicide, sex difficulties, different home life, fear of mental disorder, carrying too heavy an academic schedule, working long hours, religious difficulties, financial strain, sleepwalking, nightmares and stammering."

Summary and Discussion

In the early winter months of 1977 a survey was conducted of the counseling services offered by a select group of community colleges within the tri-state area of New York, New Jersey and Connecticut. Information was elicited about the college, its counseling service, the way the counseling service was staffed, and the nature of the student population and their counseling demands. Not unexpectedly, there was a positive relationship between the services offered and the needs of students. Personal, vocational and academic concerns were paramount within the student populations. This coincided with the functions assumed by each of the community college counseling centers.

The discharge of the counseling functions was facilitated by the evening hours offered by all but one of the community colleges in the study.

With regard to staffing patterns, it was interesting to note that although the overall community college instructional staff showed a paucity of individuals with earned doctorates, the counseling centers usually boasted at least one individual so qualified.

The composite picture suggests that the counseling center functions as an integral part of the educational effort in the two-year community college. Counseling faculty functions cooperatively with instructional faculty in matters related to academic advisement, course placement, external examination programs. Primary responsibility is assumed for functions for which counseling faculty are uniquely trained, i.e. vocational and career guidance, personal and emotional counseling, crisis intervention.

Overall, the counseling centers tend to be pragmatic, with a greater emphasis on coping skills than on the more time-consuming clinical approaches. There appear to be, in some cases, resistance to the use of clinical-sounding terminology. It would be highly unlikely to find one of the community college counseling centers to express as a goal the one enunciated by Dr. Ben Barger,[4] of the University of

Florida in Gainesville, "...to be the mental health conscience for the university, assuming some responsibility for identifying practices and procedures which are disruptive and stress-producing, as well as providing consultation services to faculty, agencies, and administrators concerned with issues having mental health relevance for the campus community."

The future of community college counseling may very well move in this direction, with counselors extending the contribution made to their colleges through greater use of their professional skills and training. It is unfortunate that expansion of counselor functioning on campus has frequently meant the assumption of less professional duties. Counseling faculty are usually trained, for example, to engage in research on human behavior. The counseling department is in the unique position of being able to identify student characteristics which are associated with probationary status at one end of the continuum and Dean's List performance at the other, to help instructional faculty understand the background, attitudes and motivation of students, to analyze the effectiveness of their own functioning and conduct studies to evaluate the success or failure of particular counseling and instructional approaches. Although funding exigencies rarely permit such use of counselor-time, the new interest in the training of paraprofessionals to perform some of the more technical and less professional of the counseling functions, may thereby free some time for research and consultation. Perhaps the true meaning of productivity in an academic institution is not "more" but "better".

It may very well be that direct service, while a necessary aspect of community college counseling, may no longer be a sufficient one. Side by side with the counselor/educator, the counselor/researcher, counselor/consultant are waiting in the wings.

References

1. Bertocci, D.H, & Hassert, J.D. Survey of college counseling services, MCMHA Newsletter. Vol. 1 #2, Jan. 1974, 1-5.

2. Farnsworth, D.L. Psychiatry, Education & The Young Adult, Charles C. Thomas, Springfield, Ill. 1966.

3. Giddan, N.S., Price, M.K. & Healy, J.M. The status and future of joint appointments in Counseling centers. J. of Coll. Stu. Pers. 1976, 17, 2-6.

4. Glasscote, R.E. & Fishman, M.E. Mental Health of the Campus, American Psychiatric Association Joint Information Service and Nat'l. Assn. for MH, Washington, D.C. 1973. (p. 3).

5. Hayes, R.N. The student personnel worker as an educator, a new model for the counseling center in Student Personnel Work in Urban Colleges, edited by Thomas F. Harrington. 1974. Intext - Educational Publishers, N.Y. 225-236.

6. Hinko, P.M. A national survey of Counseling Services, Jr. Coll. J. , 1971. 42 (3). 20-24

7. Morrill, W.H., Oetling, E.R., Hurst, J.C. Dimensions of counselor functioning, Pers. & Guidance J. 1974, 52, 354-359.

8. Riggs, A.F. & Terhune, W.B. The mental health of college women, Mental Hygiene, 12 (3). July 1928. 559-569.

9. Will, J.C. & Dameron, J.D. Counseling center function in two- and four-year colleges, J. of Coll. Stu. Pers. 1975, 16, 482-485.

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 4 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES